

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: January 9, 2013

TIME: 1000-1230

LOCATION: Ayres Hotel & Suites
325 Bristol Street
Costa Mesa, CA 92626

PRESENT: Michael Jackson, BSN, RN, Chair
Trande Phillips, RN
Raymond Mallel
Erin Niemela

STAFF PRESENT: Louise Bailey, EO; Stacy Berumen, AEO; Carol Stanford, Diversion SSM 1; Beth Scott, Deputy Chief ; Kathy Hodge, Deputy Chief; Julie Campbell-Warnock, Research Program Specialist; Miyo Minato, SNEC; Katie Daugherty, NEC; Leslie Moody, NEC; Janette Wackerly, SNEC; Kelly McHan, NEC; Kay Weinkam, NEC; Shelley Ward, NEC; Badrieh Caraway, NEC; Carol Mackay, NEC; Gloria Middleton, NEC; Laura Shainian, NEC; Jeanette Dong, Board Member; Cindy Cipres Klein, Board Member.

Michael Jackson called the meeting to order at 10:00 AM. Committee members introduced themselves. The committee agreed that program representatives presenting multiple programs for their school could group their presentations which would take some agenda items out of agenda order.

9.0 REVIEW AND ACCEPT MINUTES

October 30, 2012 Education/Licensing Committee (ELC) draft meeting minutes were presented.

ACTION: Accept the Minutes of October 30, 2012 as presented.

M/S/C: Trande Phillips/Erin Niemela

Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 California State University Long Beach Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.2 San Francisco State University Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.3 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 9.1.4 University of California, Irvine, Baccalaureate Degree Nursing Program
- 9.1.5 University of San Francisco School of Nursing and Health Professions Entry Level Master's Degree Nursing Program
- 9.1.6 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.7 College of the Sequoias Associate Degree Nursing Program
- 9.1.8 Long Beach City College Associate Degree Nursing Program
- 9.1.9 Santa Barbara City College Associate Degree Nursing Program

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- 9.1.10 Sierra College Associate Degree Nursing Program
- 9.1.11 Ventura College Associate Degree Nursing Program
- 9.1.12 University of California, Davis, Family Nurse Practitioner Program (MSN and Post Master's Certificate Programs)

Acknowledge Receipt of Program Progress Report:

- 9.1.13 Dominican University of California Baccalaureate Degree Nursing Program
- 9.1.14 Samuel Merritt University Baccalaureate Degree Nursing Program
- 9.1.15 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.16 ITT Technical Institute Breckinridge School of Nursing Associate Degree Nursing Program (Rancho Cordova)
- 9.1.17 Shepherd University Associate Degree Nursing Program

Leslie Moody, NEC, presented this report.

ACTION: Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report as presented.

M/S/C: Raymond Malle/Trande Phillips

Public input: None

9.2 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

9.2.1 American University of Health Sciences (AUHS) Baccalaureate Degree Nursing Program.

Dr. Anita Bralock, Dean of SON represented the program.

Miyo Minato, SNEC, presented this report. Dr. Anita Bralock, PhD, RN, CNM, is Dean of SON and has been in this position since July 31, 2011. AUHS was founded in 1994 and is a private Christian-based minority-serving university of higher education. AUHS is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) and also has institutional approval from the Bureau for Private Postsecondary and Vocational Education (BPPVE). It received initial Board approval in September 2006 to start their 3-year (12 quarters) BSN curriculum. In November 2011, the SON underwent initial CCNE Accreditation and received a favorable review in meeting the standards and is awaiting the decision by the organization. Other degree programs AUHS offers are Bachelor of Science in Pharmaceutical Science, Master's of Science in Clinical Research, and is working to start a Doctorate in Pharmacy Program in 2013.

The Board conducted a continuing approval visit in place of the scheduled interim visit in October 2009 after receiving a complaint from a student and a faculty. The school was found to be in compliance with Board rules and regulations and received continue approval at the March 2010 Board meeting. This continuing approval visit, conducted on February 22 – 23, 2012 by Shelley Ward and Miyo Minato, NECs, was the first regularly scheduled school visit since the initial approval. The program had one area of non-compliance in CCR 1431 NCLEX Pass Rate, and two recommendations were given in CCR section 1424(b)(1) Systematic Program Evaluation Plan and section 1430 Previous Education Credit.

Since the initial program approval, the SON has experienced changes in Dean/Director of SON. Dr. Bralock is the fourth director of the SON. Dr. Bralock was the dean that provided directions to prepare for CCNE accreditation and the BRN's approval visit. Dr. Bralock also received assistance and mentoring for the accreditation and approval visits from UCLA's Dr. Joyce Newman-Geiger. The meeting with faculty indicated faculty's support and their team effort in meeting the standards and regulatory requirements as the curriculum is developed and implemented. There is close relationship among the faculty. There are 16 faculty teaching at AUHS, consisting of seven full-time and nine part-time, for the student enrollment of 141 BSN students. The program has graduated 61 students since 2007, and Cohorts 6 – 10 are currently in the program. The program admits students in Fall and Spring quarters, with cohort size of 30 to 40 students. Increasing diversity in nursing is a mission of the

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University, and the student population reflects this effort. There is a large percentage of students. Approximately 25% of students are male, approximately 93% of students are minorities, and Asian ethnicity making up about 60% of students.

Students reported that the strength of the program was supportive faculty and the assistance available for their learning needs on campus. They described the three year curriculum and the individualized attention they received as attracting them to the program. Students attend committee meetings and give input into their learning experiences. Skills Lab was adequate with supplies and equipped with low to mid-fidelity simulators. The program has plans to increase the use of simulation, including possible partnering to use Charles Drew University's Simulation Lab, particularly for pediatric experience. At the time of the visit, there were adequate clinical placements for the number of students they enrolled into the program. However, with the current lab space and other factors, expanding beyond current number of admission (40 students per quarter) would be a concern. The program is planning a minor curriculum change to add preceptorship experience into the final semester of med-surg course to facilitate transition into RN role.

One area the program is working with is streamlining analyses of data being collected to better utilize the information for program improvement and to increase their graduate's NCLEX-RN pass rate. The program has submitted a progress report with strategies to address the drop in their pass rate. The most recent quarterly report, July – September 2011 was 80% for first time takers. This trend will be monitored by the program.

Raymond Mallel asked about specifics of the reasons for the October 2009 visit and Miyo Minato clarified that faculty had reported concerns about their job role and students had reported dissatisfaction with course delivery, but that there were no findings of noncompliance during that visit. Raymond Mallel questioned the slow rise in NCLEX outcomes to which Dr. Bralock responded that students had previously been delaying taking NCLEX but they are now encouraged to take the exam within thirty days of graduation and the program has also strengthened the medical/surgical content to improve outcomes. Raymond Mallel inquired about the program's current capacity and whether this is manageable. Dr. Bralock informed that the program admits thirty students each Fall and Spring. Twenty-four students are scheduled to graduate this Spring and the program has been closely monitoring them to ensure they have adequate med/surg competency. Michael Jackson and Raymond Mallel asked about NCLEX preparation tools. Dr. Bralock advised that the program uses multiple tools including Kaplan which is currently paid for by the school but would be incorporated into fees in the future, and the full scope of ATI tools including individual content exams, NCLEX readiness exam and a four-day live review. Raymond Mallel asked about the BRN criteria for management of below threshold NCLEX pass rate performance. Miyo Minato informed that after the 2nd consecutive year of below 75% the NEC conducts a site visit, and recommends that action to continue approval for this program is deferred. The program will be required to provide a progress report, and in one year the program will either demonstrate improvement or the Board could consider placing the program on warning status.

ACTION: Defer Action to Continue Approval of American University of Health Sciences Baccalaureate Degree Nursing Program.

M/S/C: Erin Niemela/Trande Phillips

Public input: None

9.2.2 California Baptist University Baccalaureate Degree and Entry Level Master's Degree Option Nursing Programs

Dr. Geneva Oaks, Dean of the School of Nursing and Program Director, and Dr. Susan Drummond, Associate Dean represented the program.

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Badrieh Caraway, NEC presented this report. On October 10 - 11, 2011, Badrieh Caraway and Miyo Minato, NECs, conducted a regularly scheduled continuing approval visit to the prelicensure nursing programs at California Baptist University School of Nursing (CBU-SON). The program was found in compliance with Board rules and regulations, and one recommendation was given in CCR 1426.1(b)(6) Preceptor Records.

The Board approved CBU-SON to start a new BSN program in fall 2006 and approved a major curriculum revision to start the ELM option which accepted students in May 2008. The student enrollments have increased from the initial admission of 60 students (40 in Fall; 20 in Spring) to 100 per year (60 in Fall; 40 in Spring) in 2010. The total number of admissions to date into the BSN is 336 and to ELM program is 45. In addition to the prelicensure nursing programs, CBU-SON offers a RN-BSN program (started September 2006) and a MSN program (started January 2011).

There are adequate physical spaces and resources to support the increased number of students and faculty, such as a new Learning Resource Center (renovated 2008) that has classrooms, hi-fidelity simulation lab (five beds for adult, pediatric, birthing, and newborn models), two skills labs (nine and ten beds) with desks and chairs, and a computer lab (40 laptops). The university has leased a large classroom space from a church across the street to house a cohort of 60 students that started with the fall 2011 admission. Administration has future plans for the university that includes a new building for CBU-SON.

Staff support and faculty numbers have increased accordingly to reflect the growth of CBU-SON. In addition to the clerical and administrative support, there are Health Records Analyst, Clinical Site Coordinator, Skills Lab Director, and Technical Director (simulation and faculty support). There are 40 faculty members teaching in the program (21 full-time faculty and 19 part-time). There is institutional support for faculty development, research, and scholarly activities, including 75% tuition reimbursement for faculty members enrolled in doctoral programs.

Students reported rich learning environment and supportive faculty and praised the faculty members for their responsiveness to students' feedback. In addition to having student representatives, the students have an opportunity to meet to voice concerns during Director's Council that is held each semester. Students voiced no problems with their clinical experiences. However, the program is using all available schedules including a night shift for clinical placement in pediatrics to meet the required clinical experience. Interviews and document reviews showed implementation of their program evaluation, and faculty making changes based on analyses of data.

California Baptist University BSN NCLEX pass rate: 2008-09 95.45%; 2009-10 91.67%; 2010-11 85.71%. California Baptist University MSN NCLEX pass rate: 2009-10 100%; 2010-11 93.75%.

Trande Phillips asked about the quality of pediatric clinical rotations that are completed on night shift. Dr. Oaks reported that pediatric inpatient rotations are completed at CHOC and the faculty are employees of that facility so are very committed to ensuring the students receive a rich experience. Additional pediatric clinical experiences include use of simulation in the lab and also a day where families representing all ages come to the classroom to provide student experience with family-centered care. Dr. Drummond added that inpatient pediatric clinical sites are difficult to schedule but the school is fortunate to have the night shifts at CHOC which begin at 6pm, and that it is only one night shift rotation at CHOC and the students have other pediatric clinical rotation experiences during daytime hours.

ACTION: Continue Approval of California Baptist University Baccalaureate Degree and Entry Level Master's Degree Option Nursing Programs

M/S/C: Michael Jackson/ Ramond Mallel

Public input: A member of the public who introduced herself as an employee of CHOC stated that there is a lot of patient care activity on the pediatric units at night.

9.2.3 California State University, Channel Islands, Baccalaureate Degree Nursing Program

Dr. Karen Jensen, Chair of Nursing represented the program.

Badrieh Caraway, NEC presented this report. Karen Jensen, PhD, RN, Chair of Nursing has been the program director since Fall 2006. Coleen Nevins, MN, RN, Assistant Chair is the assistant program director. A scheduled continuing approval visit was conducted October 15-16, 2012 by Nursing Education Consultants Leslie Moody, Badrieh Caraway and Gloria Middleton. The program was found to be in compliance with BRN regulations. One recommendation was written regarding faculty resources CCR Section 1424(h).

California State University, Channel Islands (CSUCI), opened in 2002 and is the only public university in Ventura County. Although part of the public state university system, the major funding for establishing the university came from private sources and the university continues to benefit from strong community support. The university is WASC accredited.

The CSUCI baccalaureate degree nursing program received initial program approval from the BRN in 2007 and became CCNE accredited in 2010. The first student cohort of 66 generic nursing students was admitted August 2007 and graduated May 2010 with 84% subsequently passing NCLEX per program report. The initial cohort was split into two sub-cohorts of 33 students each, one of which completed all coursework at the university. The second sub-cohort completed lower division coursework at Moorpark College under a specially funded collaborative and then joined the primary cohort to complete upper division coursework at the university. This collaborative was not funded after the first year so subsequently all students were admitted only to the university track. From 2008 thru 2010 cohorts of 33 students have been admitted each Fall with an increase to 44 students for the Fall 2012 admission cohort. The current plan is to maintain admissions at this level which is considered to be optimally efficient for program delivery and fiscal management. In September 2010 the CSUCI nursing program received BRN approval to open an extension campus near Santa Barbara in Goleta. The extension was established in partnership with Cottage Health System of Santa Barbara and admitted the first cohort of 22 students in January 2012 - a new cohort of 22 students will be admitted annually each Spring. The curriculum content offered at the extension campus is the same as the primary campus but has minor variation in course sequencing and students complete in only two and one-half years due to a more concentrated course sequence and completion of all general education and nursing prerequisite courses prior to admission.

While attrition for the main campus cohort has been below 8%, attrition for the first cohort of Santa Barbara extension campus students is 35% with a loss of 8/22 students by the end of the second semester. Two students left to enter advanced practice programs (1 NP, 1 PA); two left because they could not meet the academic challenge; one stopped out due to commission of serious safety violation; one left due to personal illness; one is reconsidering nursing as a career; one decided against nursing as a career. Five are eligible to re-enter the program if they choose. The program director and faculty have been tracking and analyzing this phenomenon and are applying the information to develop modifications of recruitment and selection procedures for future admission cohorts at the extension campus.

In a well-attended meeting, the faculty described a high level of involvement by both full and part-time faculty with program monitoring and improvement as well as instructional delivery. Meetings were held with students of all levels at both campuses and these meetings were well attended. Students conveyed satisfaction with their many opportunities for involvement with program review and change

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recommendation. Some students of all groups reported they felt most challenged by the pathophysiology course and students at the extended campus expressed concern with the volume and density of material presented in the first semester. These concerns were shared with the faculty group whose past curriculum meeting minutes indicate some remedies have been tried and more are being developed to ensure a manageable level, scope and presentation of content for the pathophysiology course. Evaluation of the curriculum presentation at the extended campus is also under review to determine what revisions may be necessary to ensure student success. Students consistently emphasized their overall satisfaction with the quality and delivery of the nursing program and support services, specifically identifying faculty and program director support as strengths.

Separate meetings were held with Dr. Richard R. Rush, President and Dr. Dawn S. Neuman, Provost/Vice President for Academic Affairs. Both reported that there were no current plans for change to enrollment or delivery patterns of the nursing program. There was agreement that filling the two full-time faculty vacancies is a high priority concern that may require considering intermediate alternatives to qualifications requirements as a short-term solution while continuing to seek candidates that meet all university requirements for tenure track positions. The need for addition of an on-site assistant program director for the Santa Barbara extension campus as additional cohorts are enrolled at that site was acknowledged and endorsed by Dr. Rush and Dr. Neuman who confirmed that a plan is in place for this action. These university administrators were knowledgeable of the strengths and challenges experienced by the nursing program and expressed strong commitment to the program's continued success.

Michael Jackson asked about challenges in hiring faculty. Dr. Jensen reported that three full-time tenure track faculty have recently been hired and existing faculty are encouraged to complete a doctoral degree which is facilitated by availability of Chancellor's office funds to defray cost and adjusting teaching assignment schedules to accommodate doctoral coursework demands.

ACTION: Continue Approval of California State University, Channel Islands, Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.4 California State University, Long Beach, Baccalaureate Degree and Entry-Level Master's Degree Nursing Programs

Dr. Loucine M. Huckabay, Director and Professor represented the program.

Shelley Ward, NEC presented this report. A continuing approval visit was conducted at the California State University Long Beach Baccalaureate and Entry-Level Master's Degree Nursing Programs by Shelley Ward, NEC, Miyo Minato, SNEC and Carol Mackay, NEC, on September 25-26, 2012. The program was found to be in compliance with the Board's rules and regulations. Two recommendations were given in the areas of CCR Section 1424 (d) – Resources and CCR 1425.1 (a) – Faculty Responsibilities.

The CSU School of Nursing is organized within the College of Health and Human Services. The undergraduate prelicensure programs include a generic "Basic" BSN degree option (3-yr), a trimester schedule BSN degree option (2-yr), an Accelerated Entry-Level BSN/MSN option (3-yr). Entry-Level Master's option students have a BSN degree conferred after completion of the prelicensure component of the program (18-months). The program has previously offered an accelerated BSN degree option. The School of Nursing also offers a RN-BSN program. Masters level programs include: nurse practitioner (5 specialties), CNS, Nursing Administration, MSN/MPH, MSN/HCA degrees. School Nurse Credential and post-master's degree certificates are also offered.

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Changes reported since the last BRN visit included: Moving into the new nursing building beginning in January 2010; change from a Department of Nursing to a School of Nursing (May 2010); revision of terminal program objectives and program outcome measures; admission of the first Doctor of Nursing Practice Degree Program students (Fall 2012/13 consortium with CSU Fullerton and CSU Los Angeles) .

Program strengths include stable long-term leadership provided by director and assistant director of the program (both appointed in 2001). The program director has been very influential and successful in securing a variety of grants and donations, and in building partnerships with clinical agencies to improve and expand program resources in many significant ways. This has resulted in increased physical space, equipment and capacity for offering nursing program options and in meeting specific instructional needs of students.

Program concerns were related to replacement of tenured senior full-time faculty losses due to retirements over the last 5-years given the budgetary climate California education programs are facing. The consultants discussed the situation with the Dean responsible for the program to gain insight into future plans for faculty.

The program is working collaboratively with local community colleges that offer an Associate Degree in Nursing program on seamless student transition plans. The existing curriculum (137 Units) is under review to determine potential modifications that would reduce the total program units for degree completion to 120.

NCLEX- RN examination outcome scores for first-time test takers has exceeded BRN requirements in a sustained manner over the last six years, ranging from 84.52% to 97.38%. The program tracks NCLEX examination outcomes for each program option on an ongoing basis.

ACTION: Continue Approval of California State University, Long Beach, Baccalaureate Degree and Entry-Level Master's Degree Nursing Programs.

M/S/C: Raymond Mallel/Michael Jackson

Public input: None

9.2.5 California State University, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's in Nursing Program.

Dr. Cynthia B. Hughes, Director – School of Nursing and Dr. Lorie Judson, Assistant Director represented the program.

Leslie Moody, NEC presented this report. Cynthia B. Hughes, RN, EdD has served as faculty in this program since September 2000, became acting director in 2008 and was appointed as director in June 2009. Lorie Judson, RN, PhD was BRN approved and appointed to the assistant director position in 2007. Nursing Education Consultants Leslie A. Moody, Carol Mackay, Shelley Ward and Gloria Middleton conducted a regularly scheduled continuing approval visit for the California State University, Los Angeles (CSULA), Baccalaureate Degree (BSN) and Entry Level Master's in Nursing (ELMN) programs on November 6-8, 2012. The program was found to be in compliance with BRN rules and regulations. Recommendations were made regarding Section 1424(b)(1) related to evaluation of the total program and Section 1424(d) related to simulation/skills lab. The program submitted an acceptable plan of action to address these concerns.

The CCNE accredited CSULA school of nursing is one of the oldest in California and the college campus is a designated minority service and Hispanic serving institution. The nursing students are ethnically, economically and culturally diverse, and include a large male population ranging from 18.6-23.5% in the most recent 5-year period. Admission applications to the impacted generic BSN program exceed the

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available spaces by almost 10:1. Fifty to sixty students are admitted every Fall, with total program enrollment approximately 275 at the time of visit. Annual NCLEX outcomes are consistently above minimum threshold, ranging 81.43%-95.35% for the past five years. The most recent graduate survey shows 94% found RN employment in the year following graduation.

The ELMN program accepts students who have earned a non-nursing baccalaureate degree and admitted the first cohort in Summer 2004. Approximately 20 students are admitted each summer with a total current enrollment of 84. In the first 15 months of the program students complete prelicensure coursework. NCLEX outcomes for this program are consistently above threshold ranging 91.89%-100% for the past five years, with 100% pass for two of the five years. After achieving RN licensure the students select an MSN option to complete the ELMN program. Although the ELMN program was originally planned to be completed within 3 years, many students require 4-6 years to complete the program and obtain their master's degree – 65% of cohort 3 completed by the end of 4 years; 79% of cohort 4 completed by the end of 4 years; 67% of cohort 5 completed by the end of 4 years; 55% of cohort 6 completed after 3 years. Reasons for delayed completion include dropping to part-time student status due to employment as an RN, taking a semester hiatus from the program following licensure and entering an NP track that takes longer to complete due to additional units required. Program leadership and faculty have been tracking program completion data and are conducting a thorough evaluation of the program to determine where revisions may be needed to improve on-time program completion.

One skills training area has 8 exam rooms, each set up with equipment and supplies for realistic practice. Skills training and simulation are also conducted in a large seven bed lab equipped with one hi-fidelity and six mid-fidelity mannequins (infant, adolescent and adult). Faculty are continuing to expand the use of simulation so that it will be utilized for instruction in all five major content areas. Plans for expanding the use of simulation in program instruction and offering training opportunities for clinical partner staff require increasing the simulation lab space and equipment, and addition of a faculty member to oversee this instructional activity. A previous plan for expansion of the lab space had to be abandoned due to multiple construction issues. The program has a university leadership approved new plan in place for future expansion of the physical lab space that will be completed by Fall 2014, and immediate addition of a lab coordinator faculty with the recruitment/selection/hiring process to be completed within the next 6 months.

Students express overall satisfaction with the program delivery and the significance of their role in program review and improvement forums. They have a strong sense of community within their student group, feel well supported by faculty and are confident in the strength of the curriculum. Recent program improvements implemented in response to student input include addition of student support staff, creation of a system to address student grievances within the nursing department, strengthened orientation programs, and assignment of each student to an individual advisor.

The self-study identifies program strengths that include connectedness with the community, strong fiscal support, competent faculty and program leadership, solid curriculum, established clinical partner relationships and positive program outcomes. These areas of strength were confirmed during the visit. Areas planned for improvement identified by the program include expansion of simulation space and faculty, addition of faculty for the graduate program, evaluation of the ELMN program, and strengthening of departmental processes including data capture. Curriculum is under review to determine revisions that may be necessary to reduce total units for graduation to 120 and to continue work with a regional consortium for seamless transition for BSN transfer and degree completion students.

Michael Jackson asked if there were challenges maintaining faculty levels to which Dr. Hughes responded that the program develops their own faculty as much as possible.

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ACTION: Continue Approval of California State University, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's in Nursing Program.

M/S/C: Raymond Mallel/Trande Phillips

Public input: None

9.2.6 California State University, San Marcos, Baccalaureate Degree Nursing Program

Dr. Denise Boren, Program Director represented the program.

Leslie Moody, NEC presented this report. In August 2010, Denise Boren, PhD, MSN, RN, previously the assistant director was assigned as the interim director when Dr. Judy Papenhausen, program director began leave pending retirement. Following Dr. Papenhausen's full retirement in January 2011, Denise Boren continues as the interim program director and Pamela Kohlbry, PhD, MSN, RN, is the assistant director. On October 18-19, 2011, Leslie A. Moody, NEC and Miyo Minato, SNEC conducted a scheduled continuing approval visit. The program was found to be in compliance with all BRN regulations. Two recommendations were made to strengthen the program evaluation plan (CCR Section 1424(b)(1) and student clinical experiences (CCR Section 1427(c)(1)).

California State University, San Marcos school of nursing opened at the main San Marcos campus in August 2006 with admission of one generic cohort of 44 students and 2 LVN-BSN students, and additional cohorts were admitted in Spring 2007 and Fall 2007. In November 2007, the BRN approved an Accelerated BSN option (ABSN) and the first ABSN cohort was enrolled in Spring 2008. In 2008 a satellite campus was opened in Temecula (approximately 35 miles from San Marcos) and an ABSN cohort was admitted to this location in Fall 2008. Currently one generic cohort (each Fall) and one accelerated cohort (each Spring) are admitted each year to the San Marcos campus, and two accelerated cohorts are admitted to the Temecula campus each year, one in Spring and one in Summer. Enrollment in all tracks at both sites as of this visit was approximately 174 students. The program currently admits 4 VN to BSN students to the generic student cohort each Fall and hopes to increase this number in the future due to the need identified in the community. The program is also working on developing a partnership with Donovan Prison which has requested the program offer an online VN to BSN program cohort.

NCLEX-RN first time test taker pass rates are: 2008-09 95.35% (43); 2009-10 80.65% (93); 2010-11 90% (130). The dip in results for 2009-10 is attributed by the program director to a temporary trial lowering of the acceptable score for the ATI predictor exam. The passing minimum threshold was subsequently re-set to the previous level and there was a corresponding increase in NCLEX success for 2010-11. The program's graduates are well respected by the area's clinical facilities and the director reports almost 75% post-graduation employment within the first six months and 100% by the end of the first year per survey results and anecdotal information obtained by the program from graduates and their employers.

The program has implemented a BRN approved (October 2010) minor curriculum change in February 2011 that added a pharmacology course in the first program semester and increased the content of the existing Pathophysiology and Pharmacology of Nursing Practice course in response to the need for additional learning identified by both students and faculty. Pediatrics and obstetrics courses were re-sequenced to allow greater access to clinical facility placements. The program director and faculty are currently working on additional curriculum revision that will be presented for review and approval at the end of this calendar year.

In meetings with faculty it was found that they operated with strong teamwork and sense of ownership of the curriculum. Faculty cite strong collaborative leadership and collegiality among the faculty as traits

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that contribute to the program's success. The program currently has 14 full-time and 30-40 part-time faculty employed to deliver the curriculum, and intends to add an additional 2 full-time faculty over the next two years. Meetings with students revealed they felt their input regarding the program delivery and curriculum was attended to and acted upon. The program's self-study cited strengths in the areas of previous and current program leadership, seasoned and creative faculty, faculty (full-time and part-time) committed to curriculum review, low attrition (<1%), strong active student participation in program improvement and in their student nursing associations, and excellent relationships with clinical and community partners. Areas needing improvement cited in the self-study were the need for more staff to allow additional attention to program data capture/analysis/action, and continuing to improve the distance learning methodologies and technology application. Plans are in place to create improvement in both areas.

NECs met with Dr. Don Chu, Dean, who is the college administrator for the nursing program. Dr. Chu expressed strong support for and pride in the nursing program, and commitment to ensuring the program continues to receive support to maintain the quality of instruction. The Dean described two alternative plans for either new construction or remodeling of a current building space to provide adequate space for the program to expand in the future. The new housing for the program is tentatively planned to be completed in 2015 and will be at the main San Marcos campus.

Faculty of the program have embraced the use of simulation in the program. Simulation labs at both campuses utilize low, mid and high fidelity mannequins. Three faculty have achieved high levels of certification in the instructional use of the simulation technology. Simulation is found to be utilized in a thoughtful, well-informed and productive manner in the program's instructional delivery. Course faculty participate in simulation observation, role-playing in the scenarios and debriefing with the students following the simulation exercise.

The program offers international community health experiences to students as an optional elective opportunity and is working within the local community to establish similar service experience opportunities. Summer internships for students offer experiences that are highly valued by students who participate. CSUSM offers a well-constructed, prepared and conducted program of prelicensure nursing education.

Trande Phillips noted the clinical experience opportunities that also served the community and Michael Jackson asked whether this approach was being shared with the nursing education community. Dr. Boren reported that this clinical approach had been shared with other program directors and was also presented by faculty to Sigma Theta Tau.

ACTION: Continue Approval of California State University, San Marcos, Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.2.7 Allan Hancock College Associate Degree Nursing Program

Program representative was unable to attend due to an emergency.

Shelley Ward, NEC presented this report. Daphne Boatright, BSN, MEd, RN, Professor, Associate Degree Nursing Program is the program director. A continuing approval visit was conducted at the Allan Hancock College (AHC) Associate Degree Nursing Program by Shelley Ward, NEC, Miyo Minato, SNEC and Gloria Middleton, NEC, on October 22 and 23, 2012. The program was found to be in non-compliance with the CCR Section 1426(a) – Required Curriculum. Three recommendations were given in the areas of CCR Section 1424 (a) - Philosophy and Objectives; CCR Section 1424 (b) (1) – Program

Evaluation; and CCR Section 1426(a) – Curriculum. The program submitted a progress report responding to the area of non-compliance and to the recommendations.

The Allan Hancock Joint Community College District is a one-college district located on the central coast of California. The district includes the campus in Santa Maria where the ADN program is located, and centers in Lompoc, at Vandenberg Air Force Base and in the Santa Ynez Valley. The ADN program is BRN approved as an LVN-RN program. The first ADN class graduated in December 1990. All students that enter the program are either licensed LVN's or graduates of approved vocational nursing programs who are required to take the NCLEX-PN examination and receive their LVN license by the end of the first semester of the RN program. The ADN program is organized within the Health Sciences Department of the college. The department also includes the LVN, CNA, Dental Assistant, and Medical Assistant programs.

The ADN program is a one year two-semester program offered annually. Students begin the program upon completing pre-requisites courses and meeting admission requirements in January and conclude the program in December. Approximately 75% of students that graduate from the AHC LVN program in December also meet eligibility requirements to enter the ADN program. Other students that are admitted to the program come from a variety of backgrounds such as the military, clinic and long-term care settings. There were a total of (36) second semester students in the program at the time of the visit. Enrollments over the last few years have been between 36-40 students fluctuating in relationship to enrollment growth focused grants that support additional faculty and other program resources.

Some of the changes reported since the last BRN visit included: initiating a new merit based admission formula in 2009 that has additionally been modified for students entering in 2014; integration of high-fidelity simulation into clinical course rotations; inclusion of Assessment Technologies Institute (ATI) Comprehensive Assessment Review Program into coursework.

The program identified that there has not been a major curriculum revision since 2005 and that review, analysis and redesign is anticipated. Consultants reviewed concerns about the curriculum with the faculty, and with program administration regarding several areas including; the explicit linkages to LVN program elements, lack of specificity to the practice of registered nursing, changes in course hours and content that had not been approved, and leveling of content for prelicensure students. Consideration of utilizing a consultant to assist faculty is under consideration however, would need to be resourced through a grant funded initiative. The program continues with initiatives for articulating a seamless transition for ADN students to pursue a BSN degree at California State University Channel Islands.

Annual NCLEX Pass Rates For First Time Candidates: 2011-2012- 86.49%; 2010-2011- 84.85%; 2009-2010- 80.00%; 2008-2009- 80.00%.

Shelley Ward reported that the program is currently fully in compliance and the program submitted an acceptable action plan to resolve areas of recommendation.

ACTION: Continue Approval of Allan Hancock College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.8 College of the Sequoias Associate Degree Nursing Program.

Karen Roberts, Program Director represented the program.

Kelly McHan, NEC presented this report. College of the Sequoias, a community college located in Visalia, is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). The associate degree nursing program is one of several programs within the college's

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Registered Nursing and Allied Health Division. The first RN class graduated in 1972. Karen Roberts MSN, CNS, RN, has served as director since 2008. Belen Kersten, MSN, RN, is the assistant director. A continuing approval visit was conducted on November 13-15, 2012 by Kelly McHan, Nursing Education Consultant. The program was found to be in compliance with regulation and three recommendations were made related to Section CCR 1426(b) with reference to CCR 1443.5 and B & P Code Section 2725(b)(2) Medication Administration, CCR 1424(d) with reference to 1424(h) Faculty, and 1426 (b) with reference to 1424(d) Curriculum and Resources. The program provided written plan to address the recommendations.

The program's strengths include a cohesive faculty that is committed to student success. "Hospital Rock," a new Nursing and Allied Health building provides dedicated classroom, computer testing, and skills and simulation lab spaces, as well as the program's administration and private faculty offices. The program is highly valued in the community and enjoys traditional longstanding relationships with its clinical affiliates.

Like all public nursing programs that rely on state funding, the program is challenged by reductions in state revenue and community support through partnerships and grants. These combined forces stalled an expansion project, halted a major curriculum change, and necessitated a decrease in student enrollment into the program. Student enrollment reached a high of 100 admissions per year in 2009, which was decreased to 40 students enrolled per semester for academic year 2012-2013. Clinical placement of students has been impacted by new and expanded programs in the area.

The curriculum includes 67.5 total units for licensure, of which 21.5 units are theory and 22 units are clinical. Total units for graduation range from 78.5 to 80.5, depending on the student's P.E. requirement. The Community College Chancellor's formula is used for admission into the program. Attrition rates have ranged from 2%-10% since for academic years 2004-5 to 2010-11, while the average for associate degree programs for academic year 2010-2011 is 18.7% statewide. NCLEX pass rate: 2009-10 89.03%; 2010-11 90.14%; 2011-12 79.07%; 2012-13 Jul-Sep 89.29%.

Ms. Roberts reported that program enrollment had reached over 300 students at one time but due to the economic downturn is now approximately 160. Michael Jackson asked how fixed cost resources of the program were managed when the enrollment decreased to which Ms. Roberts replied that early retirements decreased faculty when funds decreased but that the program continued to maintain the same faculty:student ratio.

ACTION: Continue Approval of College of the Sequoias Associate Degree Nursing Program.

M/S/C: Michael Jackson/Ramond Mallel

Public input: None

9.2.9 Los Angeles Southwest College Associate Degree Nursing Program

Catherine Azubuike, Department Chair and Program Director represented the program.

Miyo Minato, SNEC presented this report. Catherine Azubuike, RN, MSN is the Chair of the Department and the Program Director, appointed to the position in April 2008. On October 29 and 31, 2012, Miyo Minato and Badrieh Caraway, NECs, conducted the regularly scheduled continuing approval visit at LASC. One area of non-compliance was found in CCR 1431 Licensing Exam Pass Rate Standard. One recommendation was given in CCR 1425(f) Content Expert.

LASC, located in the southern part of Los Angeles, was started in 1967 and has established itself as an educational and cultural hub of the communities in the area. Current enrollment exceeds 8,500 and the Nursing Program is a premier program on campus. Over the last five years, the College has undertaken an extensive building program that includes the building of the Allied Health Building, with the plan to

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expand the College's Health Occupations Program. Currently the Nursing Department is in a temporary building in the Academic Village since Summer 2010. The expected date of completion of the new Allied Health Building is Spring 2014. Due to the capacity limitation, the program admits 32 students each semester. Their enrollment number has not been filled due to students not meeting TEAS requirements. The total nursing student enrollment currently is 89. Resources reviewed were adequate for the number of students in the program. Staffing included a Lab Coordinator in the Skills/Sim Lab for open access to the lab available 40 hours/week. There is sharing of the space when a class is scheduled. The program has enjoyed several grants, including the grants from the Community College Chancellor's Office.

Since the last continuing approval visit, there have been major changes in the LASC Nursing program. There is a new Program Director, influx of faculty members new to teaching nursing, cohesive team working on curriculum development, and supportive administration. In 2011, the program held a curriculum development meeting with a QSEN consultant to help faculty incorporate QSEN concepts into their courses. With the additions of Human Simulators, the program has integrated simulation experience into the clinical courses. Course syllabi and clinical evaluation tool reflect these changes made. The program has not been successfully in implementing the preceptorship in their last Advanced Med-Surg course due to lack of available preceptors but plans to implement it in the future. Another future program plan includes obtaining NLNA-C Accreditation for their ADN Program.

One area that the program has emphasized is the success strategies with their students to improve student success with the ADN Program and with NCLEX testing. These strategies included "Boot Camp" that prepares entering students, advisement and Student Success Center that provides academic assistance, Faculty-led Workshops, Elective Tutorial courses. The First-Time NCLEX Pass Rate showed improvement from 2006-07, 73.3% and was above 75% during the past four years, ranging from 79.6% to 86.9%. However, most recent pass rate, 2011-2012 was 73.3%. The first quarterly NCLEX report for 2012-2013 (July-Sept 2012) showed a pass rate of 80% (8/10 passed). The program plans to review individual candidates and conduct thorough analysis to address this decreasing trend.

On November 30, 2012, the program submitted a progress report responding to the findings from the visit. NEC Recommendation to ELC: Defer action to continue approval. Next Progress Report is due July 1, 2013.

Miyo Minato reported that at the time of the visit the program's NCLEX pass rate had suddenly dropped below the required minimum 75%. Trande Phillips asked about delay between graduation and taking NCLEX, to which Ms. Azubuike responded that the college's admission records department was delayed in issuing transcripts to the BRN due to low staffing and retirement of experienced staff. The nursing program used some grant funds to pay for additional staff hours in the records department so that student licensure/NCLEX eligibility applications can be expedited. Trande Phillips asked how that solution will be sustained in the absence of future grant funds to which Ms. Azubuike responded that the college leadership has committed to general funding when grant funds are no longer available. Miyo Minato reported that the program had not been closely tracking students as they moved to program completion but that is now being done, and the program's NCLEX outcomes will be monitored for improvement.

ACTION: Defer Action to Continue Approval of Los Angeles Southwest College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

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9.2.10 Moorpark College Associate Degree Nursing Program

Carol Higashida, MN, RN, CNS, Health Sciences Coordinator, Director of the Associate Degree Nursing Program represented the program.

A continuing approval visit was conducted at the Moorpark College Associate Degree Nursing Program by Shelley Ward, NEC and Miyo Minato, SNEC, on November 9&10, 2011. The program was found to be in compliance with Board rules and regulations. Two recommendations were given in the area of CCR Section 1424 (h)-Administration/Organization, Content Expert; and one recommendation in the area of CCR Section 1426 (f) – Required Curriculum. The program provided a progress report responding to the recommendations.

The college underwent reorganization in 2010, and the Health Sciences Department was moved to the Division of Student Learning that includes the Exotic Animal Training and Management Program, the High School at Moorpark College, and the Life Sciences Department. The nursing program moved into a new state-of-the-art Health Sciences Center to begin the Fall 2011 semester, expanding the space for the program.

College administration supported the approval and hiring of two new full-time tenure track nursing faculty positions, and one full-time non- tenure track nursing faculty position (grant funded) in 2010-2011. The program receives a variety of grants resulting in increased student enrollments, and for funding faculty and staff positions. Administration expressed their plans and commitment to support key grant funded positions with college resources as grant funding sources decline, as demonstrated by the transition of a grant funded clerical position into the general fund.

The nursing content in the curriculum is organized into (4) semester long courses, in which each semester course is divided into part one and part two theory/clinical components. Different lead faculty are responsible for each course part. Clinical labs in the medical-surgical content areas have combined student groups with 1st and 2nd semester students together as a group, and with 3rd and 4th semester student group combinations. Both students and faculty expressed the benefits to student learning in the clinical setting using this organization configuration.

The faculty has embraced incorporating technology into the curriculum. Core nursing courses were revised in 2007 to include online components, giving them a hybrid designation. Faculty use iPod Touch devices to podcast lectures. Clinical simulation using high-fidelity equipment, the introduction of the Nurse Squared electronic health record application, and the use of Turning Point clickers in the classroom have been implemented to augment instruction.

Program evaluation has identified attrition to be an area of concern and focus, especially in the first semester. The program has implemented changes to the admission criteria, established targeted remediation plans, and established a variety of student success strategies to address this area. Annual NCLEX first time candidate pass rates from 2002-2012 have consistently exceeded BRN requirements, ranging from 81.36% to 100% in 2011-2012.

The program has a vigorous student volunteer culture with students serving as peer mentors, Clinical Teacher Aids, through the nursing student association and outreach to the local community. Students are also encouraged to continue their nursing education through collaborative efforts such as the ADN to BSN Fast Track with CSU Channel Islands.

Raymond Mallel asked which facilities were used for clinical rotations. Ms. Higashida reported that clinical facilities included Simi Valley, Los Robles, Ventura County and Los Angeles County.

ACTION: Continue Approval of Moorpark College Associate Degree Nursing Program.

9.2.11 Ohlone College Associate Degree Nursing Program.

Rosalie Scofield, Program Director represented the program.

Kelly McHan, NEC presented this report. Ohlone College District is a single community college district serving the east bay. The program received initial BRN approval in 1972 and has earned unconditional accreditation by the National League for Nursing Accrediting Commission through 2018. The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). Rosalie Scofield, MSN, RN, has served as director since March, 2011. Carrie Dameron, MSN, RN, is the assistant director.

A continuing approval visit was conducted on October 10-12, 2012 by Kelly McHan, NEC. The Report of Findings included no areas of non-compliance and four recommendations to strengthen the program were made: CCR 1424(d) with reference to CCR 1424(h) Faculty; CCR 1424(h) with reference to CCR 1420(f) and CCR 1425(f) Content Expert; CCR 1426.1 Preceptor Selection; and CCR 1427(c) Clinical Facilities. The program provided a written response to the findings.

The program enrolls 22 students each fall and spring semesters for a total enrollment of 88 students per year. Admission is highly impacted and selection of eligible students is based on a random lottery process. Licensed Vocational Nurses and Psychiatric Technicians may be admitted into the third semester as advanced placement students on a space-available basis following completion of prerequisites, required transition courses and validation of previously acquired knowledge and skills through written and skills testing.

The program's multiple strengths include a respected, cohesive faculty that maintains high standards for student performance; mutually supportive and stable clinical affiliations with multiple agencies; and, strong support from the college administration. Students express pride in their rigorous program and convey appreciation for the faculty's commitment and support both in and out of class time. The program enjoys an earned reputation for academic excellence and strong clinical performance in clinical affiliates and the community. The Newark Center for Health Sciences and Technology, a state-of-the-art satellite campus, houses the nursing program.

Due to the combined forces of budgetary restrictions imposed by the college in response to the significant reduction in state funding, the program has been unable to hire full time faculty to fill open positions in psych/mental health and pediatric nursing. There are currently three open FTEs. In order to meet the need, the program has re-assigned remaining faculty and utilized part-time faculty to cover these positions.

Attrition rates for the last 5 years have ranged from 6.7% in 2007 to 18% in 2011.

NCLEX pass rate: 2009-10 95.83%; 2010-11 96.61%; 2011-12 94.12%.

Ms. Scofield clarified that the program's campus is located in Newark. Michael Jackson asked about a plan to fill the three full-time faculty vacancies. Ms. Scofield informed that the economy was preventing immediate hiring but the program hopes to hire one faculty each academic year in the coming three years. Erin Niemela asked if the hiring plan would ensure one full-time faculty employed for each major content area and when this would be accomplished. Ms. Scofield reported that there is currently only one content area without a full-time faculty but that reassignments for the next semester would ensure a full-time faculty employed for each content area.

ACTION: Continue Approval of Ohlone College Associate Degree Nursing Program.

9.3 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

9.3.1 Azusa Pacific University Nurse Practitioner Program

Dr. Bonita Huiskes, Program Director represented the program.

Badrieh Caraway, NEC presented this report. Azusa Pacific University (APU) is a Christian based university located in Azusa California. The Nurse Practitioner Program (NPP) is offered on the main campus and at the APU San Diego and San Bernardino campuses. Carol Mackay and Badrieh Caraway, NECs, conducted a continuing approval visit at APU (main campus) on November 16, 2011. The APU NPP was found in compliance with all of the BRN regulations. There were no NPP recommendations.

The APU NPP prepares nurses for advanced practice in primary care in four specialty areas: Family Nurse Practitioner (FNP), Adult Nurse Practitioner (ANP), Pediatric Nurse Practitioner (PNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). Each NPP is offered within the MSN degree program at APU. The number of required NPP semester units varies by specialty: all of the specialty program unit requirements exceed the BRN minimum standard of 30 semester units. The ANP and PNP programs each requires 31 semester units; the FNP program requires 33 semester units; and the PMHNP program requires 39 semester units. Each specialty program also meets or exceeds the BRN required 12 semester units of clinical practice. Students completed a total of 12 semester units in clinical practice in the ANP, PNP, and PMHNP programs. Students in the FNP program complete a total of 13 semester units in clinical practice. At the time of the site visit, the total NPP student enrollment was 232 students. Student enrollment by specialty was: FNP (170), ANP (29), PNP (14) and PMHNP (19). Student enrollment by campus: Azusa (203), San Diego (23) and San Bernardino.

A total of 26 faculty members teach in the NPP: eleven full time faculty members and sixteen part time (adjunct) faculty members. All clinical faculty members are currently working as Nurse Practitioners or Clinical Nurse Specialists. NPP strengths include a stable dedicated faculty and strong administrative leadership. The APU NPP is recognized both on the campus and in the local community for its excellence and quality of the graduates. The BRN staff recommendation is for continued approval of the Azusa Pacific University Nurse Practitioner Program.

ACTION: Continue Approval of Azusa Pacific University Nurse Practitioner Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.3.2 California State University, Long Beach, Nurse Practitioner Program

Dr. Loucine Huckabay, Program Director represented the program.

Shelley Ward, NEC presented this report. Dr. Savitri Carlson is co-director of the NPP. Dr. Margaret Brady (Pediatric Nurse Practitioner) is consultant to the NPP. Carol Mackay and Shelley Ward, NECs and Miyo Minato SNEC conducted a continuing approval visit at CSULB on September 25-26, 2012. The NPP was found in compliance with all of the BRN regulations. Two recommendations were made related to: CCR Section 1484(d)(10) - Instruction in diagnostic and treatment procedures and CCR Section 1484(d)(11)-Preceptors.

The CSULB NPP prepares nurses for advanced practice in primary care in five specialty areas: Adult /Geriatric Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Pediatric Nurse Practitioner (PNP), and Women's Health Nurse Practitioner (WHNP). Each of these specialty options has a nationally certified NPP faculty coordinator overseeing the day-to-day for the option.

Each NP specialty option is offered in conjunction with the MSN degree program at CSULB. The number of required NPP semester units varies by specialty: all of the specialty option unit requirements exceed the BRN minimum standard of 30 semester units. The AGNP, FNP and PMHNP each require 32 semester units; WHNP requires 35 semester units; and PNP requires 38 semester units. Each specialty option also exceeds the BRN required 12 semester units of clinical practice. Students completed a total of 13 semester units in clinical practice in the AGNP, FNP, PMHNP, and WHNP options. Students in the PNP option complete a total of 16 semester units in clinical practice. At the time of the site visit, the total NPP student enrollment was 416 students. Student enrollment by specialty was: AGNP (67), FNP (220), PMHNP (46), PNP (42), and WHNP (41). A total of 18 faculty members teach in the NPP: ten full time faculty members and eight part time faculty members. All clinical faculty members are currently working as Nurse Practitioners.

During the site visit two problems were identified resulting in recommendations to the program. One of these was inconsistent instruction in performing diagnostic and treatment procedures in the clinical specialty courses. The second problem related to the Student Clinical Placement System. This system was implemented the previous academic year and there was confusion among both students and faculty regarding who was responsible for obtaining the student preceptors. Also, there was insufficient assigned staff time for implementing the Student Clinical Placement System. Subsequent to the visit the CSULB NPP has submitted a progress report to the Board responding to the two recommendations.

NPP strengths include a stable dedicated faculty. The CSULB NPP is recognized both on the campus and in the local community for its excellence and quality students. There is variety and richness of clinical experiences available to students, as well as a dedicated cadre of preceptors. At this time, the staff recommendation is for continued approval of the CSULB NPP. A progress report on implementation of the Student Clinical Placement System is required.

Dr. Huckabay expressed appreciation for the program visit in that it encourages the university to add needed resources. She also reported that securing clinical placements is very challenging.

ACTION: Continue Approval of California State University, Long Beach, Nurse Practitioner Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.3.3 California State University, Los Angeles, Nurse Practitioner Program

Dr. Cynthia B. Hughes, Director, School of Nursing represented the program.

Leslie Moody, NEC presented this report. Dr. Thomas Barkley, Jr. (Acute Care Nurse Practitioner) is the director of the California State University, Los Angeles (CSULA) Nurse Practitioner Program (NPP). Each of the four specialty options has a co-director, called an Option Coordinator, who is responsible for managing the specialty option. At the time of the visit, two Option Coordinators were on-leave. All of their duties were being performed by others in their absence.

Carol Mackay and Leslie Moody, NECs conducted a continuing approval visit at CSULA on November 6-8, 2012. The NPP was found in non-compliance with one of the BRN regulations: CCR Section 1484(d)(11)-Preceptors. There were no NPP recommendations.

The CSULA NPP prepares nurse practitioners to provide primary care in four specialty areas: Adult Primary Care Nurse Practitioner (ANP), Adult Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (PMHNP). The Pediatric Nurse Practitioner option was suspended effective fall 2011 due to insufficient enrollment numbers. The

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curriculum of the PMHNP option was recently revised to incorporate the FNP competencies. This revision is consistent with the new national standards.

Each NP specialty option is offered in conjunction with the MSN degree program at CSULA. The number of required NPP quarter units varies by specialty: all of the specialty units requirements exceed the BRN minimum standard of 45 quarter units. The ANP requires 50 quarter units; the ACNP requires 53 quarter units; the FNP requires 60 quarter units; and, the PMHNP requires 64 quarter units. Each specialty option each exceeds the BRN required 18 quarter units of clinical practice. Students complete 18 quarter units in the ACNP option. The ANP option consists of 19 quarter units. The FNP and PMHNP options each contain 22 quarter units. At the time of the site visit, the total NP student enrollment was 184 students. Student enrollment by specialty was: ANP (48), ACNP (65), FNP (61) and PMHNP (10). Many of the NP students in the FNP option are in CSULA's Entry Level Master's in Nursing Program.

A total of 18 faculty members teach in the NPP: eight full time faculty members and ten part time faculty members. Three non-NP faculty members are teaching in the NP core and specialty courses: two physicians and one CNS. All three of these faculty members have the requisite education and clinical competence for their teaching assignment.

With respect to the area of non-compliance, the CSULA NPP considered obtaining preceptors a shared responsibility between students and faculty. In addition to students being required to find their own preceptors, other problems included student transporting written documents between the SON and the clinical site in order to facilitate the contract process and delays in starting preceptorships because of difficulties finding a preceptor and/ or securing a new contract. Subsequent to the visit the CSULA NPP has submitted a progress report to the Board with an acceptable plan and time line for correcting this area of non-compliance.

NPP strengths include the richness and high quality of the preceptor experiences. CSULA also has many graduates of their own program teaching in the NPP. The staff recommendation is for continued approval of the CSULA NPP. A Progress Report on implementation of the program's Student Clinical Placement system is due in twelve months.

ACTION: Continue Approval of California State University, Los Angeles, Nurse Practitioner Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.4 REPORT OF INCOMPLETE NEW PRELICENSURE PROGRAM APPLICATIONS

Leslie Moody, NEC presented this report. The California Code of Regulations, Section 1421(a)(4) regarding the Application for Approval of proposed new prelicensure programs requires that: After acceptance of the feasibility study by the board, and no later than six (6) months prior to the proposed date for enrollment of students, submit a self-study to the board in accordance with the requirements specified in the "Instructions" demonstrating how the program will meet the requirements of sections 1424 through 1432 of this article and sections 2786.6(a) and (b) of the code. The requirement is also stated in Board document: Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-I-01 Rev 03/10).

In the new program approval process, the Feasibility Study (FS) presents evidence of need for the new program and sufficiency of resources to support program success. The Self-Study (SS) provides detailed information and evidence of the program's operationalization in preparation for accepting students. A

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lengthy period of time elapsed between Board acceptance of the FS and completion of the SS phase can allow for significant change to the elements presented in the original Board approved FS. With multiple programs simultaneously progressing through the approval process often in the same geographic area, and existing programs sometimes expanding enrollment, the challenge of evaluating adequacy of resources for proposed new programs becomes difficult, particularly in regards to clinical placements. There are currently five programs with Board-accepted FSs that have not yet completed the SS step, three whose FS were approved in 2010 (4-D College, Heald College, Institute of Medical Education-San Jose Campus) and two approved in 2011 (Stanbridge College, Weimar College).

At the October 30, 2012 ELC meeting, BRN staff requested direction from the Board regarding a process for enforcement of CCR Section 1421(a)(4) and were directed to develop a recommendation. Nursing Education Consultants conferred to produce the following recommendation:

- When a proposed program is in the FS development phase, the NEC will advise that stating a projected 2-year time frame from anticipated Board acceptance of the Feasibility Study to first enrollment/admission of program students is recommended to allow ample time to secure all required program resources prior to opening. Programs will not be prohibited from opening earlier if all requirements are met and Board approval is granted.
 - The proposed programs currently in the SS phase will have until February 2015 Board meeting to complete the program application process by achieving Board approval. If those schools have not achieved Board approval by that time, they will be required to initiate a new application process.
 - When more than one year has elapsed from the time of Board acceptance of the FS to acceptance of the SS and/or admission of students, the program will provide information as requested by the NEC for re-evaluation and verification of continuing availability of adequate clinical placement and other required program resources.
 - Proposed programs that have not submitted an acceptable SS at least 6 months prior to the proposed date for enrollment of students (1421(a)(4)), as stated in the FS accepted by the Board, will be required to begin the new program application process at step one (submission of a Letter of Intent).
- Trande Phillips reinforced, with concurrence of all Committee members, that Nursing Education Consultants must set clear boundaries to insist that it is the proposing institution's responsibility to produce an acceptable FS and SS, and is not a duty of the NECs. Institutions proposing a new program must retain appropriate resources as needed to write the FS and SS documents which meet and address all regulatory requirements.**

ACTION: Endorse the recommendation and place on February 2013 Board agenda for approval.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.5 EDUCATION/LICENSING COMMITTEE GOALS AND OBJECTIVES 2013-15

Leslie Moody, NEC presented this report. Biennially committee goals and objectives are reviewed and revised as needed. The 2011-13 ELC Goals and Objectives have been reviewed and revised to produce draft recommendations for 2013-15. A summary of revisions to ELC Goals/Objectives 2011-13 was presented and reviewed.

ACTION: Adopt the Education/Licensing Committee 2013-2015 Goals and Objectives as presented.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.6 2011-2012 ANNUAL SCHOOL SURVEY REPORTS (DRAFT)

Julie Campbell-Warnock, Research Program Specialist presented this report.

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The BRN 2011-2012 Annual School Survey was conducted from October 2, 2012 to November 15, 2012. The survey was sent to all California pre-licensure nursing programs and was conducted on behalf of the BRN by the Research Center at the University of California, San Francisco. Data from all pre-licensure nursing programs that had students in the program during the survey year August 1, 2011 through July 31, 2012 are included in the reports so we have 100% response rate and student data in the reports, which included 132 schools, offering 142 pre-licensure nursing programs. The draft of the Annual School Reports (provided under separate cover) includes data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. Two reports were presented to the Committee; one is a trend report which includes historical data for the past ten years on some of the more significant data and the second includes current year data from most all of the questions asked on the survey.

Trend Report

Nothing really unexpected or surprising was found in the data. Some highlights include:

- 10 While there was a gain of one school since last year, there was a net decline of three nursing programs, 3 LVN to RN programs were closed and one ELM program at schools that have other programs while one generic LVN program began at the school which was added. This is the first drop in the number of nursing programs in the past 10 years.
- 11 The number of nursing programs that partner with another school that offers a higher degree continues to increase, now at 35% (up from almost 8% in 2005-2006).
- 12 The number of admission spaces available and new student enrollments declined slightly for the second year. Declines were in ADN and ELM programs while BSN programs increased slightly. New enrollment in public programs has been declining every year since 2008-2009, while private programs continue to see increases.
- 13 The percentage of qualified applications not accepted has remained steady (between 62% and 65%) over the past five years.
- 14 Student census data showed that for the first time in known history there are more students enrolled in BSN programs (47.2%) than ADN programs (46.2%).
- 15 Overall student completions remained steady at over 10,800, however, when reviewing by program type they declined in ADN and increased in BSN and ELM programs. ADN graduates were still the majority at 57%.
- 16 Retention rates continued to improve slightly and vary by program type and be higher for accelerated programs than traditional programs.
- 17 NCLEX Pass rates continue to increase or remain steady depending upon program type and were higher this year for traditional programs than for accelerated programs.
- 18 The employment of recent program graduates increased slightly from the recent past and more found employment in hospitals. 17.5% were unable to find employment at the time of the survey (compared to 27.5% in 2009-2010).
- 19 128 out of 132 schools reported using clinical simulation and three of the schools not using it either began after the survey period or has plans to begin in the next year.
- 20 Not as many programs reported being denied access to a clinical placement unit or shift this year and some were offered alternatives. Competition for clinical space with other nursing students was the most frequently reported reason but the number of schools reporting this has declined over the past three years. No longer accepting ADN students was reported by one-third of these programs.
- 21 Almost 40% of programs report an increase in out-of-hospital placements.
- 22 Schools continue to report restrictions to some clinical practice for their students imposed by the facilities. Most common being to the site itself due to a Joint Commission or other accrediting agency visit, bar coding medication administration and electronic medical records.

- 23 There was a slight increase in the number of faculty and more than half are part-time (63.9%). The vacancy rate of 7.9% is the highest rate reported in the past 10 years.

Data Summary Report

This report includes data for each question for this survey year. The majority of editing this year was fine-tuning questions or seeking additional information. Following is some highlights of the data: 60% of newly enrolled and current students and almost 58% of graduates are ethnic minorities. 20% who enter are male compared to 17% that graduated. Over 66% who enter and over 62% that complete are under 31 years of age. The majority of faculty, both full and part time, hold a master's degree in nursing. More than one-third of all faculty are older than 55 years of age. Over one-third of newly hired faculty have no teaching experience.

Trande Phillips asked about the data regarding lack of Associate Degree Nursing (ADN) Program clinical placements. Ms. Campbell-Warnock clarified these responses identify the occurrence of denial of clinical placements to ADN program students in favor of BSN program students. Ms. Campbell-Warnock reported that after finalization and presentation to the Board, the report will be made available to the public on the BRN website.

ACTION: Place on February 6, 2013 Board meeting agenda.

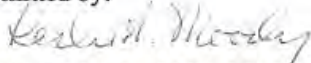
Public input: None

9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Public input: Dr. Loucine Huckabay of CSU Long Beach commented that Nursing Education Consultants are doing an outstanding job under the leadership of Louise Bailey, Executive Officer. Dr. Huckabay expressed concern regarding the methodology for calculating and reporting program's annual NCLEX-RN first time test taker pass rates when $n < 10$, with the opinion that it is not an adequate sample size, and recommends that a pass rate result where there are less than ten test takers would not be used to measure the program's success.

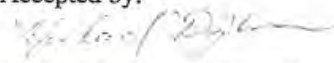
Meeting adjourned at 1230.

Submitted by:



Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant
ELC Liaison

Accepted by:



Michael Jackson, BSN, RN
Chairperson